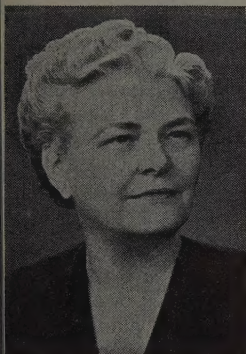


NATIONAL CONGRESS BULLETIN

OCTOBER 1948

PUBLISHED BY THE NATIONAL CONGRESS OF PARENTS AND TEACHERS • CHICAGO 5 • VOL. 16, NO. 2

Dear Local Presidents:



Mrs. L. W. Hughes

YOUR National Board of Managers, meeting recently in Chicago, adopted a plan of action that will strive to improve the reading, looking, and listening fare of young Americans—in other words, the

comics, the movies, and the radio. The Board was unanimous in thinking that the time has come to take serious notice of the menace to our children from overstimulating motion pictures, hair-raising radio programs, and in particular corrupting comic books. Every thinking parent and teacher will agree that firm action must be taken *now* to rid our children's environment of these pernicious influences.

Those who control these three mighty mediums of communication have a responsibility toward the public greater than that which is owed by the ordinary profit-and-loss merchant. Yet all three have, in some degree, abused the public trust. None has done so more grossly, however, than have the publishers of comic books relying for their appeal on bloodthirsty violence.

This will not be the first time that

the misnamed comics have given us cause for alarm. As long ago as 1941 there appeared in our official magazine, the *National Parent-Teacher*, a scorching indictment of lurid comics from the pen of the well-known reviewer, Sterling North. What Mr. North wrote seven years ago is still true today. His comments are reprinted on page 2 of this *Bulletin*, and I urge you to read them carefully. The picture he so tellingly draws is not false. It is not even exaggerated. Any parent or teacher who believes otherwise is allowing himself to be lulled into a foolish complacency which a little personal research among the comic books will quickly dispel.

THESE unwholesome influences on the lives of American children and youth have been festering for a number of years. Leading citizens, including leaders of our own organization, have given repeated warnings against the spreading popularity of the comics among boys and girls. While the energies of parent-teacher members were concentrated on helping to win the war and then on readjusting to postwar conditions, the threat of the comics had to wait. Now, however, it can wait no longer. We must not rest until more wholesome nourishment for young imaginations has been provided.

PLAN ADOPTED ON SEPTEMBER 16, 1948

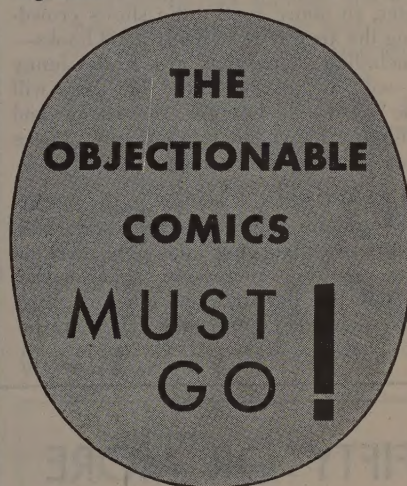
The plan adopted at our Board meeting last month on the recommendation of a committee of twelve appointed for this purpose looks toward united action by all levels of the parent-teacher organization. It reads as follows:

- Since juvenile delinquency results from lack of proper guidance and example in many homes, from evil sources in the community, and from other contributing factors, we propose to strengthen our program for helping parents and community leaders to meet adequately the normal needs of children and youth.

We propose the following plan:

At the national level:

- That further studies revealing the effects of these influences on children and youth be made, and that such findings be disseminated, especially to those responsible for undesirable types of amusement.
- That the National Congress of Parents and Teachers initiate a cooperative movement with publishers and producers to improve products and programs.



At the state level:

- That all state congresses set up procedures to review their state and local laws and ordinances in regard to sale of objectionable literature, and to seek community action to improve and to enforce existing laws.
- That the organization of local radio listener councils, motion picture councils, and evaluating groups on comics and other publications be encouraged.
- That the study and evaluation of radio programs and motion pictures by students in schools be also encouraged.

At all levels:

- That a positive approach through the committee work of the entire National Congress be encouraged.

(Continued on page 2)

ACTION COMMITTEE ON...

Comics, Radio, and Movies

Chairman: Mrs. Joseph W. Eshelman, *Chairman*, Committee on Juvenile Protection.

Mrs. H. Otis Howgate, *State President*, Connecticut Congress.

Mr. H. B. McCarty, *Chairman*, Committee on Radio.

Dr. Bruce E. Mahan, *Chairman*, Committee on Visual Education.

Dr. Ralph H. Ojemann, *Chairman*, Committee on Parent Education.

(Continued from page 1)

I HAVE since appointed a committee of five Board members to work out the specific steps for putting this plan into effect on a nation-wide front. The members of this committee are: Mrs. Joseph W. Eshelman, Ralph H. Ojemann, Bruce E. Mahan, H. B. McCarty, and Mrs. H. Otis Howgate. In the near future the committee will gather in Chicago for a working conference on strategy.

I wish to emphasize that our interest in this problem of our children's mental and moral environment is a friendly interest—friendly first of all, of course, to children and young people but also friendly to all producers, publishers, and radio executives of good will who appeal to a youthful audience. We know full well what splendid work is being done for children in the entertainment and educational worlds. Indeed, we like it so much that we want to see more of it. We want to see so many good movies billed at the neighborhood theater, so many good radio shows crowding the air waves, so many good books—including some that are really funny—sold at the newsstands that there will be no room left for the cheap and shoddy merchandise that now passes for juvenile entertainment.

RESPONSIBLE leaders in the motion picture and radio industries and, more recently, comic book publishers too are showing increasing apprehension about the practices of some of their irresponsible competitors. They are be-

coming convinced that they must clean house themselves or the public will insist on doing it for them. And they are right. An aroused public will no longer permit the existence of forces harmful and corrupting to the impressionable minds of young people. What we of the P.T.A. seek to do, therefore, is to encourage these responsible leaders through every means at our disposal and give all-out support to their efforts to bring only worth-while programs and reading material to our children.

For the National Congress of Parents and Teachers is first and foremost an educational organization. It is interested not in tearing down but in building up. We propose to use the combined strength of our 5,127,896 members objectively and persistently in behalf of the welfare and protection of all children and youth. It is our profound conviction that the well-being of our young people demands that vicious comics and objectionable radio and movie programs must go. They *will* go if every P.T.A. in every community gets behind the national committee and joins its constructive campaign.

National housecleaning should start in *your* home town. We are relying on you, therefore, to do a thorough job.

Faithfully yours,

Mabel H. Hughes

President

National Congress of Parents and Teachers

FIFTY OR MORE

SOON it will be time to start announcing the names of the P.T.A.'s that have 50 or more subscribers to *National Parent-Teacher: The P.T.A. Magazine*. Will yours be in the first list, to be published in the December 1948 issue of the *National Congress Bulletin*? Last year the Humes High School P.T.A. of Memphis, Tennessee, led the country in number of subscribers, with its 361. Another Tennessee association, the Loudon P.T.A. of Loudon, was the runner-up, with 255. Who'll be first this year?

As soon as your association has 50 or

more subscribers, send a postal card to the Magazine Office giving the following information:

1. Number of subscriptions.
2. Date they were forwarded.
3. The name of your P.T.A.
4. The name of the local president.

Whenever you increase the number, send along another postal card with the new total. Only those associations that send in the required information will be listed. The address of the Magazine Office is as follows:

National Parent-Teacher Magazine
600 South Michigan Boulevard
Chicago 5, Illinois

WHAT STERLING NORTH SAID ABOUT THE COMICS

VIRTUALLY every child in America is reading color "comic" magazines—a poisonous mushroom growth of the last two years.

Ten million copies of these sex-horror serials are sold every month. One million dollars are taken from the pockets of America's children in exchange for graphic insanity.

Frankly we were not perturbed when we first heard about the rise of action "comics." We imagined (as do most parents) that they were no worse than the "funnies" in the newspapers. But a careful examination of the 108 periodicals now on the stands shocked us into activity. At least 70 per cent of the total were of a nature no respectable newspaper would think of accepting.

Save for a scattering of more or less innocuous "gag" comics and some reprints of newspaper strips, we found that the bulk of these lurid publications depend for their appeal upon mayhem, murder, torture and abduction—often with a child as the victim. Superman heroics, voluptuous females in scanty attire, blazing machine guns, and cheap political propaganda were to be found on almost every page.

The old dime novels in which an occasional redskin bit the dust were classic literature compared to the sadistic drivel pouring from the presses today.

Badly drawn, badly written and badly printed—a strain on young eyes and young nervous systems—the effect of these pulp-paper nightmares is that of a violent stimulant. Their crude blacks and reds spoil the child's natural sense of color; their hypodermic injection of sex and murder make the child impatient with better, though quieter, stories. Unless we want a coming generation even more ferocious than the present one, parents and teachers throughout America must band together to break the "comic" magazine.

—Reprinted from the March 1941 issue of *National Parent-Teacher: The P.T.A. Magazine*.

1949 CONVENTION

The next annual convention of the National Congress will be held at St. Louis, Missouri, May 16-18, 1949. Official headquarters will be at the Jefferson Hotel.

OCTOBER 24 IS UNITED NATIONS DAY

AMERICAN EDUCATION WEEK...NOVEMBER 7-13

"Strengthening the Foundations of Freedom!" With this appropriate theme American Education Week will be celebrated this year from November 7 to 13. The 1948 observance is even more significant than usual, for recent world affairs demonstrate how great is the need for education that will truly build national unity and international harmony.

Accordingly, the four sponsors—the *National Education Association*, the *American Legion*, the *U.S. Office of Education*, and the *National Congress of Parents and Teachers*—are seeking to give American Education Week every possible promotion, using the slogan: "America's Future Depends on America's Schools. Let's Make Our Schools Strong." While statesmen are patiently forging a more secure peace, school children are forming the ideals that will either keep that peace or allow it to wither and weaken. Therefore, in preparing our youth to hold fast to the highest principles of democracy, we shall be building not only the security of our nation but of the world.

Topics for the Week

• The daily topics of American Education Week tie in closely with the Four-Point Program of the National Congress. They are as follows:

Sunday, November 7—Learning To Live Together
Monday, November 8—Improving the Educational Program
Tuesday, November 9—Securing Qualified Teachers
Wednesday, November 10—Providing Adequate Finance
Thursday, November 11—Safeguarding Our America
Friday, November 12—Promoting Health and Safety
Saturday, November 13—Developing Worthy Family Life

Congress Contributions

• Because the parent-teacher organization believes firmly in the home as the fortress of freedom, Saturday's topic is our special province. Chief among Congress contributions to the observance is a printed leaflet, *Developing Worthy Family Life*, which is included in the official packet of materials. This leaflet lists the parent and family life objectives of the Four-Point Program and outlines the priority action projects by which our local associations are work-

ing to attain those goals. In this way many adults in addition to those within our vast parent-teacher membership, will learn of our efforts on behalf of a sturdy and sound family life for all Americans.

As another means of promoting American Education Week, the National Congress was responsible for the preparation of a radio script entitled "The Family Finds a Way." This script, prepared by the radio writer who formerly did the program material for *The Baxters*, is made available along with certain other publications issued in connection with the observance.

What P.T.A.'s Can Do

• Like every feature of the parent-teacher program, the success of American Education Week depends upon the cooperation of local P.T.A. officers, chairmen, and members. The following suggestions may be helpful:

- Plan to visit your schools frequently during the school year, but especially during this observance.
- Ask for space in your local newspapers for articles stressing the importance of home and family life in building a free society.
- Arrange for radio spot announcements or interviews relating to American Education Week.
- Tell every adult acquaintance about the valuable articles published every month in *National Parent-Teacher: The P.T.A. Magazine*.

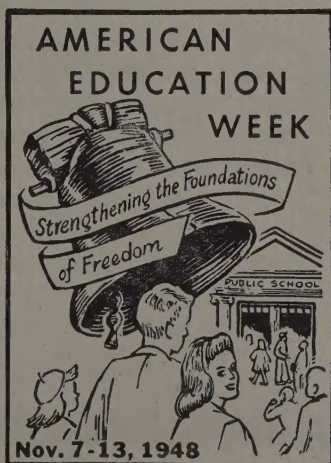
- Cooperate in the scheduling of parent-teacher-student radio forums or round tables on such subjects as "Democracy in Our Town."
- Introduce in parent education study courses a discussion of democracy as it relates to everyday family life, pointing out ways in which democratic practices can be fostered in the home.
- Cooperate with school and public librarians in setting up exhibits of books pertaining to home and family life.
- Encourage neighborhood get-togethers at which neighborhood problems may be defined for action.
- Recommend the showing or re-showing of motion pictures that promote American democracy (particularly Saturday matinees especially suited to children).
- Entertain foreign students and exchange teachers so as to give them an opportunity to see American family life in a natural setting.
- Invite prominent local leaders to give talks on "Why America Needs Educated Boys and Girls."
- Acquaint parents with community resources such as nursery schools, adult education classes, mental hygiene programs, and so on.

If you have not already obtained material on American Education Week, write at once to the National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.

"BOOKS TELL THE STORY"

Children's Book Week is an observance that is of unfailing interest to those who know the tremendous influence of books in the lives of the very young. This year the celebration assumes even greater importance, for parent-teacher leaders are making determined efforts to supplant undesirable types of literature—particularly comics—with reading matter of the very highest caliber (see Mrs. L. W. Hughes' letter to local presidents on page 1 of this issue).

For further information write to the Children's Book Council, 62 West 45 Street, New York 19, New York.





WHAT OUR CONGRESS PARENT-

All Are Invited to the P.T.A.

Last September a lively, attractive invitation was sent by the Lower Heidelberg Township P.T.A. in Pennsylvania to all parents of the children of Lower Heidelberg School, along with an enclosed reservation card and a cordial letter from Eugene R. Flagg, local president.

In his letter Mr. Flagg mentioned not only parent-teacher membership but *National Parent-Teacher* subscriptions as follows:

"Your P.T.A. is going into the fall term hopeful and completely optimistic that the mothers and fathers of children in the school will all become members of P.T.A., *subscribers to the P.T.A. magazine*, and helpful in every respect to make the school year the most outstanding in our school history."

After telling something of plans for the first meeting, Mr. Flagg forcefully reminded parents of their obligations:

"Mothers and fathers of all school children have a duty and a responsibility that cannot rightfully be left to someone else. The success of your children in school is dependent upon your cooperation with the faculty and your willingness to share the problems that exist.

"You can either be (1) a working mother and father interested in the school faculty and child welfare, with the desire to work and be helpful, or (2) be a party to misunderstanding, child delinquency, and a discouraged faculty and school board who will believe that because of your non-attendance and non-interest they have little or nothing to work for.

"Your P.T.A. has pledged itself wholeheartedly that Item 1 will be the program and that Item 2 shall not ever exist in our school. Please cooperate; we need your help."

Few parents could resist an invitation as sincere as this one. Has every parent of every child in your community been asked to join a P.T.A.?

A "Fashion Showing" of Congress Publications

Our Congress publications were really "in style" at the state convention of the Oregon Congress, where a simple but striking idea dramatized the value of using authentic parent-teacher material. A showing of "publications millinery" was presented under the slogan "What a hat is to the well-dressed woman our publications are to the well-informed member."

From a large hatbox on the platform were taken one gay creation after another, all made from the covers of P.T.A. pamphlets. There was, of course, a "Manual model—a fashion everyone will wish to follow." Another bonnet named "Membership Mementoes" was designed from several small leaflets and guaranteed "to make you feel at home among the best people." The popular "Program

Planning number" was described as "something that will wear well all year."

Isn't this sprightly presentation an excellent example of what a little imagination and ingenuity can do?

Streamliners

Two new parent-teacher associations have recently been organized in Alaska, one at Dillingham with forty-two charter members and another at Ninilchik with twenty-five enrolled.

In a training course for new school principals in Chicago, Professor Eugene S. Lawler of Northwestern University made this strong but sensible statement: "If you don't want a parent-teacher association in your school, it means you either don't want to cooperate with parents or don't know how and are scared to try."

MEMBERSHIP RECORD THROUGH THE YEARS




Year	Membership	Year	Membership	Year	Membership
1912	—	1924	+ 120,587	1936	+ 149,568
1913	— 8,305	1925	+ 224,107	1937	+ 179,606
1914	+ 46,074	1926	+ 92,526	1938	+ 165,441
1915	— 9,599	1927	+ 166,948	1939	+ 69,261
1916	+ 25,600	1928	+ 140,687	1940	+ 88,120
1917	+ 36,798	1929	+ 107,340	1941	+ 100,589
1918	— 23,407	1930	+ 98,364	1942	+ 204,853
1919	+ 20,657	1931	+ 30,098	1943	— 72,695
1920	+ 69,782	1932	— 117,749	1944	+ 442,604
1921	+ 89,439	1933	— 149,739	1945	+ 432,168
1922	+ 122,587	1934	+ 222,295	1946	+ 422,968
1923	+ 129,238	1935	+ 261,693	1947	+ 576,749
				1948	+ 641,041

* Annual Membership figures prior to 1943 are not available.

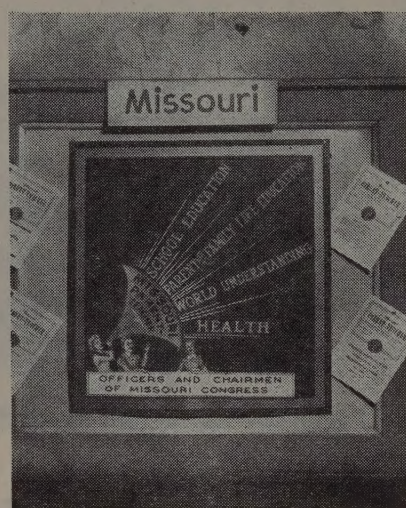
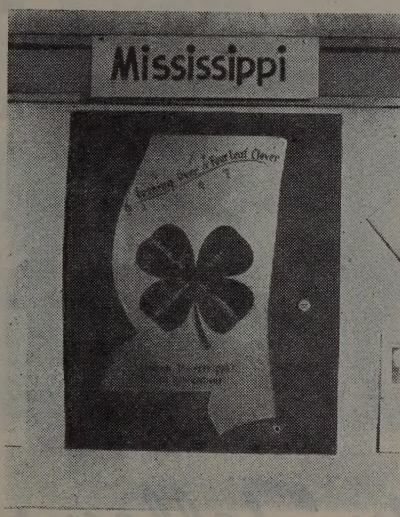
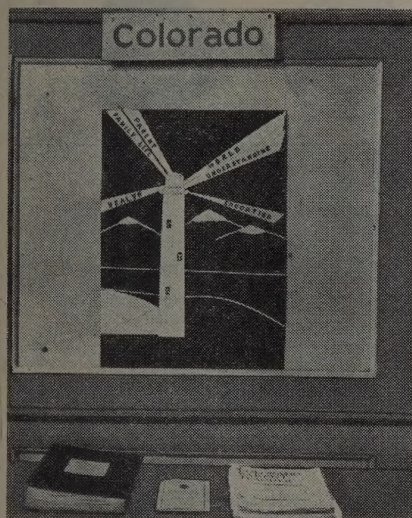


5,127,896

MEMBERSHIP AS OF APRIL 15, 1948:

• Requests for 1948-49 membership cards have already exceeded 7,500,000—the greatest call for cards in the history of our organization!

TEACHER GROUPS *Are Doing*

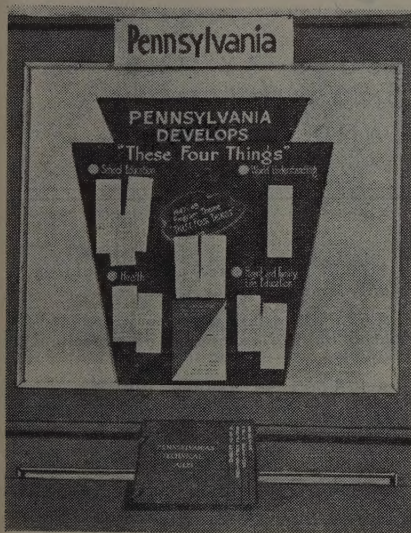


STATE BULLETINS PROMOTE THE FOUR-POINT PROGRAM

AMONG the exhibits at the Cleveland convention were attractive displays showing how our Congress publications have promoted the Four-Point Program. As Mrs. L. W. Hughes, national president, so aptly phrased it, "The *National Parent-Teacher*, the *National Congress Bulletin*, and our state bulletins are our parent-teacher press!" All those who visited the exhibit hall in the Municipal Auditorium at Cleveland came away confident that our press was indeed doing its job well.

Besides the many posters dealing with National Congress publications, there were exhibits from forty-two state branches. These exhibits showed that the various state bulletins are a truly effective channel of communication with P.T.A. members. Bulletin editors have been most generous in allotting space to the areas of the Four-Point Program, thus helping to carry the program to every level of the organization.

In general, the state posters showed excellent coverage and originality of presentation. Shown here are four that were especially outstanding and unusual in treatment.



NATIONAL CONGRESS BULLETIN

Volume 16 OCTOBER 1948 Number 2

Published monthly from September through May, bi-monthly June and July, at 600 South Michigan Boulevard, Chicago 5, Illinois, by the National Congress of Parents and Teachers. Subscription price: 30 cents a year. Entered as second class matter September 27, 1946, at the post office at Chicago, Illinois, under the Act of March 3, 1879. Additional entry at Aurora, Illinois, December 21, 1939.

NATIONAL CONGRESS OF PARENTS AND TEACHERS EDITORIAL STAFF

Editor-in-chief: Mrs. Eva H. Grant; assistant editor: Mary Elinore Smith
Editorial assistants: Florence M. Cromien, Mrs. Dene Ratemann
Managing editor: Mary A. Ferro; assistant on production: Mrs. Elizabeth Hall

A "Movie Menu" in Winston-Salem

Many a parent in Winston-Salem, North Carolina, is learning the value of the "Motion Picture Previews" in the *National Parent-Teacher*, thanks to the local council of P.T.A.'s. Last spring Mrs. Stuart Bondurant, president of the council, made arrangements for the group to sponsor a "Movie Menu" each

Sunday in the *Journal and Sentinel*.

The local theater manager, who supervises several movie houses, cooperates by supplying the names of films scheduled to play those theaters. Then Mrs. E. E. Phelps, council chairman of spiritual education, furnishes the newspaper with the film ratings for children 8-14, young people 14-18, and adults, as published in the *National Parent-Teacher*.



© H. Armstrong Roberts

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Opportunity Follows Need

A TEACHER RECRUITMENT MESSAGE ISSUED BY THE
JOINT COMMITTEE OF THE NATIONAL EDUCATION ASSOCIATION
AND THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

IF democracy is to be preserved and world peace to be achieved, education must produce:

- Not only better thinking
- But also better feeling,
- Not only civilization of the mind
- But also civilization of the heart.

CIVILIZATION NEEDS TEACHERS

How Shall We Secure the Teachers We Need?

- In education, *teachers* are the chief factor,

BUT

We do not have nearly enough well-prepared elementary teachers now. And figures on the number of persons preparing for elementary school work show that there will not be enough teachers to replace those who will retire or resign in the next several years.

MOREOVER,

Nearly 9,000,000 more children are expected to be enrolled in the public schools in 1957 than were enrolled in 1947, the total in 1957 reaching about 31,000,000 in public elementary and secondary schools. Here is a challenge to America's future, and we must have teachers to meet it.

Young America calls not only for *many* teachers; it calls for *good* teachers. Now, more than ever before, teaching requires the best minds, the best hearts, and the deepest devotion to be had. Never in any endeavor have the stakes been so high: a great civilization and a peaceful world—or extermination!

The United States will need at least 100,000 new elementary teachers annually for at least the next ten years. This estimate is based upon statistics which show that teachers will be needed in the following numbers:

- 277,000 to fill new elementary positions.
- 534,000 to replace the estimated percentage of elementary teachers who will leave the profession.

- 70,000 to replace persons holding only emergency certificates.
- 62,000 to fill new positions created by the extension of preschool service.
- 175,000 to reduce the general teaching load so as not to exceed 25 pupils for each teacher.

Remember, too, that because of an accumulated shortage, 150,000 to 175,000 new elementary teachers are needed in 1948-49. Yet in 1948 only about 20,000 new elementary teachers were prepared by the colleges of America—at levels of one, two, three, and four years of preparation. Fewer than 12,000 of these were college graduates.

Consider how important the teacher is to the young child. Shall we lower the standards of preparation, which are already very low in most states? How can we when the states with the lowest standards are the ones that have the greatest teacher shortage?

Instead, why not try to interest our finest young people in a teaching career by improving present conditions and by showing youth what is attractive about

teaching? Teaching can be a wonderful experience; many well-prepared teachers prove it! Teaching conditions can be made attractive; many communities have made them so!

AS A TEACHER, YOU CAN HELP IN THESE WAYS:

1. **Regard** teaching as the vital, unique force that it must be if democracy and peace are to be maintained.
2. **See**, in teaching, great opportunities for helping to strengthen the moral fiber of the nation by stressing spiritual values.
3. **Enjoy** your work and find ways to make it more zestful and imaginative.
4. **Realize** that both the prestige of teaching and the kind of service it can give depend upon recruiting large numbers of our ablest young people.
 - It is what *you* are that gives intelligent boys and girls their impression of teaching as a career. The way you teach, look, act, and talk constantly serves either to recruit capable young people for your profession—or to discourage them completely from ever considering it as a lifework.
5. **Watch for** pupils who would be good teachers, and try to interest them in a school career.
 - Organize and encourage college chapters or high school clubs of Future Teachers of America.
 - Cooperate with your professional organization in teacher-selection activities.
6. **Be** an active, vigorous champion of good schools for children, giving, whenever possible, to parents and other citizens the facts about teaching conditions and school support.

AS A PARENT AND CITIZEN, AND ESPECIALLY AS A P.T.A. MEMBER, YOURS IS THE CHIEF RESPONSIBILITY TO:

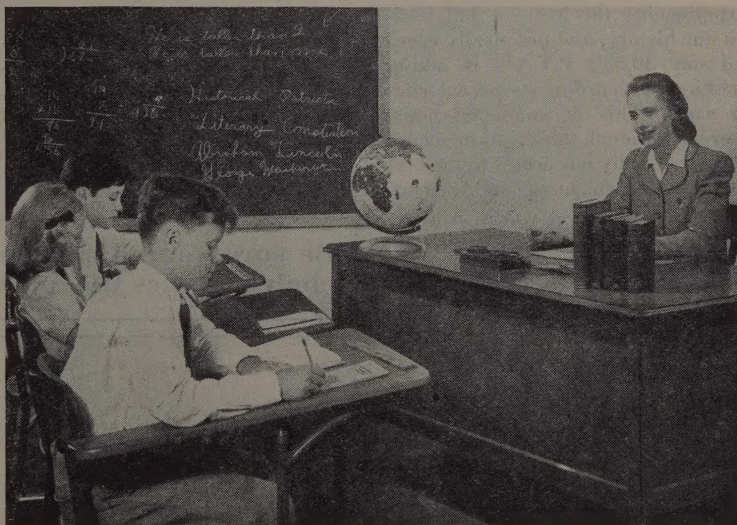
1. **Analyze** the teaching conditions in your own schools.
 - How great is the teaching load? Good elementary education demands that the enrollment of any one teacher be from 20 to 30 pupils in a class. Good secondary

education limits the teacher to a maximum enrollment of 100 pupils in a total of four—or, at most, five—classes per day.

- Are your teachers given the equipment that will enable them to do a good job, or are they hampered by inadequate supplies?
 - Are they overburdened with record-keeping that could be done by clerical personnel?
 - Have measures been taken to assure them such advantages as sick leave and reasonable job security?
 - Are they given an opportunity to share in making plans and solving problems that relate to the schools?
2. **Study** the financial situation of your schools.
 - What are the sources of school revenue? Are they adequate and sound?
 - How do your salary schedules compare with those in other places? With those of other occupations? Can you get the type of teacher you want for the amount you have been paying?
 3. **Survey** community conditions affecting teachers' happiness and contentment.
 - Are teachers encouraged to become valuable, participating members of the community?
 - May they enjoy the kinds of recreation open to other citizens, or are unreasonable restrictions placed on their personal lives?

- Are they expected to perform too many extracurricular and community services without remuneration?
- Do they have decent living quarters?

4. **Interpret** to your fellow townspeople the improvements necessary to secure and hold good teachers, making every effort to establish, for the sake of our children and of our country's future, such conditions as will make for good teaching.
5. **Build**, in every way possible, the prestige and dignity of teaching.
6. **Strive** particularly to elevate the status of elementary teaching.
 - Do your grade teachers have the same prestige as your high school teachers? Equal amount of preparation? Comparable salary schedules and teaching conditions?
 - Point out the value of preparation for elementary teaching as preparation also for parenthood. The study of child growth and development is invaluable in dealing with children, either in the home or at school.
7. **Encourage** young people to prepare for a teaching career.
 - Stimulate organizations to offer scholarships to help competent young people prepare for teaching.
 - Accord to your local teachers the rightful position due them as members of a highly respected profession.



© Ewing Galloway

IMPORTANT NOTICE

• Difficulties and delays in transit in certain areas are creating an especially annoying situation for publishers, and among the magazines affected is the *National Parent-Teacher*. Letters containing subscriptions have frequently failed to reach the Magazine Office, and sometimes we do not learn until months later that subscribers have not received their issues. Of course, we are cooperating closely with the proper authorities to correct the situation, but now more than ever we would deem it a real favor to be notified whenever subscription copies do not arrive within a reasonable time.

We, like most publishers, need from four to six weeks to deliver the first copy of our magazine to a new subscriber; we ask you to keep this in mind. However, if you have subscribed and have not heard from us at all, *please do not wait more than two months to let us know*. We suggest, too, that while waiting to hear from us, you start to trace your remittance—through your bank if you used a check or through the post office if you used a money order or postal note.

You know, I am sure, how glad we are to get subscription orders and how eager we are to send the magazine along. We regret exceedingly any embarrassment resulting from delays in receipt of copies. If any of your members have subscribed and have not received their *National Parent-Teacher*, please tell them or your local magazine chairman to get in touch with us at once and to give us this information:

- Name and address of subscriber.
- Date on which order was forwarded to the Magazine Office in Chicago.
- Form of remittance: check, money order, currency.

I take this opportunity to tell you that you are breaking all records in promoting the *National Parent-Teacher*. We are experiencing the heaviest fall business in our history, and practically every one of our 30,332 P.T.A.'s is taking subscriptions as part of its parent education work. This is wonderful news, for every additional subscription means that another family has access to the best parent education magazine in America.

So keep up the good work. And remember this: If your P.T.A. didn't do anything else except promote the *National Parent-Teacher*, your efforts would still stand high in the annals of child welfare and home-school cooperation. So thank you one and all—and please keep 'em a-comin'!

Ely W. Wells
President

National Parent-Teacher: The P.T.A. Magazine

Tell All Members...

ABOUT THESE INTERESTING ARTICLES IN THE NOVEMBER ISSUE OF NATIONAL PARENT-TEACHER: THE P.T.A. MAGAZINE

STUDY COURSE ARTICLES:

- *Psychology of the Preschool Child*

Playtime Is Growing Time

by Helen C. Dawe

Children's play is important, even though many people still do not realize it. Play is the ladder up which the child climbs to successful and satisfying adult life. It is our duty to make sure the ladder is sound—to help him choose play patterns that mean advancement, play materials that are truly creative, and play attitudes that make for friendliness, fairness, and understanding. This article will aid parents to guide the young with greater wisdom and insight.

- *Psychology of the School-Age Child*

Little Fidgets Have Big Needs

by LaBerta A. Hattwick

From time immemorial the fidgeting child has worn down the nerves of adults. Many have been tempted to quote the Duchess of Wonderland: "He only does it to annoy, because he knows it teases." We know today that no greater mistake can be made, that when a child fidgets he is not happy. What, then, is the matter with him? Why can't he stop? Here is an article that sheds new light on a troublesome question and offers a number of answers.

What It Takes To Be Popular

by Lester A. Kirkendall

Of course it's fun to be a favorite with one's fellows—and perfectly natural, too. But that makes it all the easier to get one's values mixed, to mistake the shadow for the substance or a red convertible for a fine personality! And that's the time when smart and loving parents can really be a help. A wise psychologist gives them some concrete suggestions in this article.

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OTHER WORTH-WHILE ARTICLES:

Public Education, American Style

by E. B. Norton

Every so often there is profit in checking up on what we know. We are all well aware that the American public school system is unique. We all know, too, and proclaim almost automatically that the public schools are every American's business. But we tend to forget just *why* these things are true. Mr. Norton's article shows that our concern with the schools is the warp and woof of the educational fabric. With his information freshly in mind, we can bear a better share of their upbuilding.

The High Art of Belonging

III. A New Image of Society

by Bonaro W. Overstreet

Not everything old is bad, of course. And not everything new is good. But there is something in the air these days—and it is both very new and very good. That something seems to be a breaking up of the old, brittle belief that success depends upon skill in competition and an emergence, in its stead, of a new, firm awareness of what can be done by people together. In this more generous concept, Mrs. Overstreet glimpses a hopeful image of society.

Good Tools for Classrooms

by Henry R. Hansen

Even the most expert artist, artisan, or craftsman cannot get far without tools. The better his tools, of course, the finer his work. The teaching of children and adolescents is both an art and a craft; and fortunate are the children whose teacher has access to some of the marvelous new scientific aids to teaching now available. With these—or some of them, at least—added to good equipment of the tried and tested kind, school becomes for every child a high adventure.

Promises To Keep

by Calvin T. Ryan

Children's Book Week, this year to be observed November 14-20, serves as a timely reminder that the youngest have an enchanting literature all their own. As Mr. Ryan points out, the privilege of introducing small sons and daughters to this wonderful world of words is among the promises all parents have to keep.